

Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas & Details

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **[RL.5.2]**

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Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **[RL.5.3]**

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Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See Grade 5 Language standards 4–6 for additional expectations.) **[RL.5.4]**

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Integration of Knowledge and Ideas

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **[RL.5.7]**

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Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **[RL.5.9]**

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Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently. **[RL.5.10]**

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READING STANDARDS - INFORMATIONAL TEXT

Key Ideas & Details

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **[RI.5.1]**

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Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **[RI.5.2]**

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Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **[RI.5.3]**

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Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See Grade 5 Language standards 4–6 for additional expectations.) **[RI.5.4]**

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Integration of Knowledge and Ideas

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **[RI.5.8]**

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Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently. **[RI.5.10]**

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READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]

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Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a]

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Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]

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Read on-level text with purpose and understanding. [RF.5.4a]

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Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]

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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]

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WRITING STANDARDS

Text Types and Purposes: Informative/Explanatory

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]

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Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **[W.5.2a]**

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Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **[W.5.2b]**

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Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). **[W.5.2c]**

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Use precise language and domain-specific vocabulary to inform about or explain the topic. **[W.5.2d]**

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Provide a concluding statement or section related to the information or explanation presented. **[W.5.2e]**

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Text Types and Purposes: Narrative

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.5.3]**

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Production and Distribution of Writing

Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **[W.5.4]**

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With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) **[W.5.5]**

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Research to Build and Present Knowledge

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [W.5.8]

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Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1]

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Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a]

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Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]

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Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]

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Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]

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Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA [SL.5.3]

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Presentation of Knowledge and Ideas

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.5.4]

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Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA [SL.5.4b]

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]

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Use punctuation to separate items in a series. [L.5.2a]

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Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

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Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]

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Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. [L.5.4]

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Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. **[L.5.4a]**

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Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). **[L.5.4b]**

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Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. **[L.5.4c]**

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Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **[L.5.5]**

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Interpret figurative language, including similes and metaphors, in context. **[L.5.5a]**

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Recognize and explain the meaning of common idioms, adages, and proverbs. **[L.5.5b]**

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Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **[L.5.5c]**

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Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). **[L.5.6]**

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